



District Reorganization and Reallocation of Resources Frequently Asked Questions

Below are our answers to questions we received after staff heard the District Reorganization and Reallocation of Resources Plan presentation at their school site or at the district office. We have yet to determine many details, but have prepared this FAQ sheet to provide insight. Staff questions were grouped by topic and collated as part of a comprehensive response to that topic.

1. Why are we reorganizing and reallocating resources?

After speaking with over 600 stakeholders (HSD students, staff, and parents, and Hollister community members), and after reviewing pertinent documents and research, the Board, Cabinet, and Administrative Team identified opportunities for change; systemic solutions that would create a coherent and sustainable system of continuous improvement in Hollister School District. This systems change is consistent with our vision to be an extraordinary learning community of students and staff. Two themes emerged from this review - ***Student Achievement*** and ***Deficit Spending***.

Student Achievement: The social, emotional, and academic success of our students is our #1 focus. Students are the most important entity in our system. How our instructional minutes are spent, and what we do during those instructional minutes, determines student success. Currently, our students are not achieving academically as compared to their peers. *How do we know this?* When looking at similar peer cohorts (student groups with similar percentages of English learners, economically disadvantaged children, students with disabilities, White, and Latino students), Hollister School District's Smarter Balanced Assessment and Benchmark data show some students performing at higher levels than their peers at other HSD sites. Additionally, numerous California districts and school sites with peer cohort demographics similar to ours show higher levels of student achievement. While each site has their own identity and community, a student should expect a "standard level" of academic program and a parent should expect a "standard level" of expectations, processes, and procedures from their school.

Deficit Spending: A district budget is very dynamic with many factors influencing each interim report. Some factors are contained in all California school district budgets, other factors are HSD specific. Each month of spending provides a more detailed look at our spending and projected costs- Our current deficit spending situation reflects an original budget that was created in February of 2016 and not revised in May, 2016 after the Governor's revise that included changes in funding. The February budget also reflected a growth of 100 students, when in fact we have had a smaller growth in enrollment (only 50 students). And, it did not include an increase in health benefit contributions due to more employees enrolling in those benefits. The first interim report reflected these changes for this school year. When we submitted our Local Control Accountability Plan (LCAP) to the San Benito County Office of Education in June of 2016, we submitted a plan that reflected deficit spending in the 2017/18 and 2018/19 school years. That led the San Benito County Office of Education to issue HSD a warning about its LCAP spending plan.

In January, 2017, we received the Governor's Budget Plan for next year, and became aware of a reduction in funding levels for 2016/17. Allocations for June of 2017 will not be paid until July



District Reorganization and Reallocation of Resources Frequently Asked Questions

of 2017, thus giving us only 11 months of funding for the 2016/17 school year instead of 12 months. Additionally, the funding level we could expect in the 2017/18 school year will also be lower than anticipated. Thus, we realized that we needed to reduce our projected budget by \$2.7 million for the 2017/18 school year. This reduction reflects \$2 million that needs to be cut due to a “flat funding” model in the Governor’s proposed budget plus the increased cost of District contributions to the PERS and STRS retirement systems. An additional \$700K is the current amount the San Benito County Treasurer has informed us we owe due to a lapse in the San Benito County Office of Education and the San Benito County Treasurer’s bookkeeping postings.

The district has two big buckets of money, unrestricted (or General Fund) and restricted monies. There are little to no restrictions on how we spend unrestricted funds, while restricted funds have very specific guidelines on how to spend. Unrestricted funds should primarily be used to fund ongoing salaries, benefits, and operational costs that are the basic educational program.

HSD will also seek new sources of funding. One new funding source is grant funding. Many districts leverage grant funds with unrestricted and restricted funds to pay for specific programs. While grant funds can last from 1-5 years in length, they are a good source of funding to pilot programs or establish programs that the district needs time to make foundational to their their basic educational program and budget. Grant writing will be one of the responsibilities of the Principal on Special Assignment, with funds from the grants contributing to their salary.

2. What are systemic solutions and how are we defining these solutions?

Any organization that is working to improve itself must look both inward and outwards for a solution set. We will build on the systems and strategies that are currently working in HSD (as evidenced by increased student social, emotional, and academic success), by looking to evidence-based research and to recognized experts for ideas on what we can add to our systemic solution set. The main outside sources for our plan (but not the only sources) include researchers *John Hattie* and *Michael Fullan*, the *District Management Council*, the *Fiscal Crisis Management and Advisory Council (FCMAT)*, the *California Association of School Business Officials (CASBO)*, and the *Comparative Analysis of District Income and Expenditures (CADIE)*.

John Hattie conducted over 800 meta-analysis of over 5,000 studies of 250,000 students to develop a ranked list of the most effective influences on student achievement. Learn more about John Hattie at <http://visible-learning.org/> and the ranked list of student achievement influences at <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Michael Fullan is the foundational researcher that the State Board of Education and the California Collaborative of Educational Excellence (CCEE) are using to build the new state accountability system. The State Board of Education created the CCEE to provide “advice and assistance” to county offices of education, school districts, and charter schools in achieving their LCAP goals. His research on the “drivers” of system reform can be found at <http://michaelfullan.ca/wp-content/uploads/2016/06/13396088160.pdf>



District Reorganization and Reallocation of Resources Frequently Asked Questions

The **District Management Council** <https://dmgroupk12.com/> has the mission of “leveraging proven management techniques and education best practices to raise student outcomes”. They publish research and case studies in the *District Management Journal*. Their recent issue on Special Education was one piece that guided the work of the Special Education Task Force.

The mission of the **Fiscal Crisis Management and Advisory Council (FCMAT)** <http://fcmat.org/> is to help California’s local educational agencies fulfill their financial and management responsibilities by providing fiscal advice, management assistance, training and other related school business services. FCMAT was hired by HSD during the 2013/14 school year to review the Special Education program and budget.

The **California Association of School Business Officials (CASBO)** is the recognized authority on California school business. They provide budgeting resources, technical assistance, training, and certification for district business employees. <https://www.casbo.org/>

School Services of California publishes the **Comparative Analysis of District Income and Expenditures (CADIE)** https://www.sscal.com/data_statistics.cfm This document compares similar districts’ expenditures in a variety of areas.

The effectiveness of current positions or programs, and the use of new positions or programs, will be evaluated through criteria established by the above listed researchers, research findings, and resources.

3. How will staff be supported to increase the social, emotional, and academic achievement of students?

Administrative, certificated and classified staff members have all expressed a desire for training and support to improve their performance and to increase student achievement. We have designed a Staff Capacity Building Framework that builds upon our current structure of Professional Learning Communities, District Collaboration Days, and Professional Development Days to increase opportunities for training and support. Professional development will include training sessions followed by in-the-moment coaching throughout the year. For over 35 years the field of education has known that instructional coaching is the only professional development approach that results in a 95% change in classroom practice. Our two priority schools, Calaveras and R.O.Hardin have already implemented instructional coaching and this practice will be expanded to all of our sites. We will be drawing on the work of Jim Knight <http://www.instructionalcoaching.com/> and Elena Aguilar <http://elenaaguilar.com/> to design our Instructional Coaching Framework. For next year (2017/18), instructional coaches will be hired to support teachers in the implementation of the new English Language Arts/English Language Development (ELA/ELD) curriculum.

Staff also expressed the desire to have differentiated professional development in a variety of offerings. Professional development will include some standardized training and coaching, some differentiated, and some staff choice. We will design workshop offerings that occur both during and outside the regular school day, making sure that any mandatory training (new curriculum adoptions for example) is offered within negotiated work calendars. We will combine the use of



District Reorganization and Reallocation of Resources Frequently Asked Questions

outside experts with in-house leaders. Outside experts will have demonstrated success in improving the social, emotional, and academic achievement of students like ours. A variety of training compensation methods will be used (volunteer, paying for units for salary advancement, *per diem*, and during scheduled work day). Some aspects of implementation of the Staff Capacity Building Framework, and other aspects of reorganizing and reallocating our resources, will require negotiation agreements.

Preparing our students to be part of the 21st century work environment requires that we use technology for productivity, information gathering, and networking. Our goal to have 80% of our teaching staff Google certified is a means to ensure our students are prepared to use technology platforms for productivity purposes. Students will increase their use of Chromebooks to create Google documents, slideshows, spreadsheets, and websites. They will gather information and use the Web for educational networking, while at the same time developing the digital literacy skills required by the common core state standards. This means replacing some of what we have previously done with paper, pencil, crayons, and books with the technology tools we have invested in. Utilization of technology will be the cornerstone of our Science, Technology, Engineering and Math (STEM) and digital arts program (part of a comprehensive arts program) implementations. We will continue to provide multiple venues for staff to learn the Google suite and to support the development and innovation of other Ed Tech tools to integrate into the classroom. We will continually assess the need for more Chromebooks to implement technology for productivity.

4. How were decisions made about position reorganization and reallocation?

When evaluating positions, we will (and did) ask ourselves:

1. What evidence do we have that this position is contributing to the social, emotional, or academic success of students?
2. How effective and efficient is that position in supporting the students or staff it is intended to serve? Are there other research-based strategies to support students or staff more effectively and efficiently? What strategies are other districts using?
3. Is there redundancy in this position with other positions in our system?
4. What needs are currently not being addressed in our system? What does research tell us is the best way to fulfill these needs? What strategies are other districts using?
5. Based on research, what specific positions do we need in order to increase the social, emotional, or academic success of our students?

Positions will be eliminated, reduced, and added at all three levels of staffing (administration, certificated, and classified) to address current systemic needs for improving the social, emotional, and academic success of students; and, to effect a net financial savings. Affected staff will be notified in accordance with the contract as to changes in assignment or lay-off. As the Board of Trustees approves these staffing changes over the coming months, the net result will become evident. Changes in staffing will be reflected in our LCAP as stakeholder input, data-based decision-making, and budget allocation as required by state law.

5. How was the decision made to phase out Resource Teachers by 2018? [RTs are general education teachers, different from the similarly named Special Education



District Reorganization and Reallocation of Resources Frequently Asked Questions

Resource Specialists.]

Using the questions/analyses described above, we evaluated the Resource Teacher position. Based on their job description and the job descriptions of other positions in our system, it was determined that other positions exist which can assume most of the Resource Teachers' responsibilities. We are still evaluating whether some responsibilities need to be fulfilled by new certificated or classified positions. The administrative team will be working in the coming months to determine who will assume Resource Teacher responsibilities, and the best ways to transition those responsibilities. Principals were given the option to transition responsibilities beginning 2017/18, or to wait until Fall 2018 to do so. All affected staff were and will continue to be notified in accordance to the contract as to changes in assignment or lay-off. As the Board of Trustees approves these staffing changes over the coming months, the net result will become evident.

6. How were/will decisions be made about certificated and classified staffing ratios?

Staffing ratios for both certificated and classified staff will be based on California Association of School Business Officials (CASBO) recommendations, Comparative Analysis of District Income and Expenditures (CADIE) between HSD and similar districts, and our historical staffing ratios (student enrollment and site size). Information from all three sources will be used to determine allocations for all positions. All affected staff will be notified in accordance to the contract as to change in assignment or lay-off. As the Board of Trustees approves these staffing changes over the coming months, the net result will become evident.

7. How will any new positions be staffed?

Different processes will be used for the different positions in accordance to our Board policies and labor contracts. For administrative positions, the Superintendent can appoint someone from within or outside the district, or convene a panel to interview and identify candidates for the Superintendent to consider. Job descriptions for any new certificated or classified positions will be negotiated, and then filled in accordance with labor contracts. The Board of Trustees approves new employees as they are hired.

Administration

NEW: Manager of Maintenance

As we continue to modernize our classrooms for 21st century learning through Measure M, Prop 51 projects, and building a new school (Measure V), the workload has increased in our Facilities Department. Science and engineering labs for STEM, and visual and performing arts spaces will pose new maintenance requirements. New heating, ventilation and air condition systems, energy efficient lighting systems, and safety/security systems require a new skill set and ongoing maintenance. By August 1, 2017, we must also provide a plan to the CA Dept. of Education for ongoing maintenance and improvement of energy efficient systems (Prop 39). The Manager of Maintenance will supervise the day-to-day operations of the Facilities Department and implement all Prop 39 improvement efforts. The position will be funded using Prop 39, safety, and maintenance funds.

NEW: Principal on Special Assignment for Special Projects

The Principal on Special Assignment for Special Projects will oversee our Beginning Teacher Support and Assessment (BTSA) program, and Early Childhood Education programs -



District Reorganization and Reallocation of Resources Frequently Asked Questions

preschools, Transitional Kindergarten (TK), and Kindergarten - as well as writing grants for new program offerings in STEM and the arts. Early childhood education is crucial to student success and we plan to develop a strong, research-based, developmentally appropriate TK program at every site to prepare more students for Kindergarten. Being our own BTSA provider allows us to continue offering BTSA for free to our new teachers (something many other districts do not offer), which prevents our new teachers from having to travel out of the district for training. With the planned growth in student enrollment, we will have more and more new teachers, making it cost prohibitive to continue to pay someone else to be our BTSA provider. We will use the funds that we currently pay the New Teacher Project to pay for 75% of this salary. The remaining 25% will be paid by grants, as this position will actively seek grant funding, and by restricted funds (Supplemental and Concentration, Title 1, Title II, Title III, and Migrant). Ultimately this position will be a revenue generator for the district.

NEW: Principal of Regional Programs

While the position is new to the district this March, the idea of having a Principal of Regional Programs to oversee our Special Day classes is not new to our Special Education Department, or to the SELPA (the local planning agency for Special Education), as this position has been discussed for the last 18 months. The Principal of Regional Programs will administer all of our Special Day classes, and will work collaboratively with site administrators to ensure our students with disabilities and our Special Education staff are supported. Site administrators will remain responsible for the facilities and safety of our Special Day class students, and will remain part of the IEP team. This position will be housed at a school site, and supervised by the Director of Special Education and Student Services. In October of 2016, we and the SELPA Governance Council approved 40% of our Special Education Coordinator salary to be funded using Educationally Related Mental Health Services (ERMHS) funds as the position supported ERMHS programs. Prior to this approval, unrestricted funds were used to cover 100% of the Coordinator's salary. With the approval of ERMHS funds to cover 40% of that position, we can now shift funds to this new Principal position. In March we will present a funding plan to the SELPA that includes full funding of the Principal of Regional Programs by the SELPA. Should we only receive partial funding, we will use a combination of restricted and unrestricted funds to cover the remaining salary.

NEW: Coordinator of Behavior/Mental Health

All stakeholder groups commented on the need for increased behavioral and mental health training for staff, and for increased services for students. The Coordinator of Behavior/Mental Health will work with our current behavior and mental health staff, with independent contractors, and with a cadre of mental health interns from CSUMB, to provide direct services to students and training and support for staff - services that will include, for example, individual and small group counseling for students. Recommendations from FCMAT and the Special Education Task Force for a reduction in school psychologists would free funds to pay for this position. In March we will present a funding plan to the SELPA that includes partial funding of this position. A combination of restricted and unrestricted funds will cover the remaining salary.

Certificated

EXPANDING: Program Specialist for Special Education Classroom Support



District Reorganization and Reallocation of Resources Frequently Asked Questions

Currently our Special Education Department has one Program Specialist to support Resource Specialists and Special Day Class teachers (approx 34 teachers) in implementing our Special Education programs. Given the proposed changes in Special Education staffing and programs, we anticipate the need for additional supports for teachers and paraprofessionals. Two additional Program Specialists will be hired to support teachers and paraprofessionals in transitioning to a new staffing structure and implementing research-based practices. Funding for this position will come from unrestricted and restricted funds.

EXPANDING: Instructional Coaches

For over 35 years the field of education has known that instructional coaching is the only professional development that produces a 95% change in classroom practice (Joyce & Showers, 1982). We will draw on the work of Jim Knight <http://www.instructionalcoaching.com/> and Elena Aguilar <http://elenaaguilar.com/> to design our Instructional Coaching Framework. For next year (2017/18), instructional coaches will be hired to support teachers in the implementation of the new English Language Arts/English Language Development (ELA/ELD) curriculum. The decision to have an instructional coach for the 2017/18 school year was determined by Priority School status and Principal choice. All sites will have instructional coaching by 2018/19. Training will be provided each summer for instructional coaches, with ongoing feedback and monthly PLC meetings throughout the school year facilitated by outside experts. Instructional coaches will be assigned to school sites and co-supervised by the Assistant Superintendent of Educational Services and site Principals. This position will be funded using restricted funds (Supplemental and Concentration, Title 1, Title II, and Title III).

Classified

REORGANIZING: Interpreters

To ensure our parents and community have access to our system and can engage as true partners in the educational process, Spanish interpreters will be available at each site. Funding for this position will be paid out of unrestricted funds.

Unknown classification at this time

NEW: Educational Technology (Coordinator or TOSA)

We are still evaluating whether to have this position be a Teacher on Special Assignment (TOSA) or an administrator. Considerations include the number of days and hours per day needed: (a) to analyze, develop, and implement a comprehensive training and coaching program resulting in the effective use of technology in instruction, and, (b) to coordinate professional development as it relates to the Google suite of instructional tools and the technology components of our new ELA/ELD, mathematics, and next generation science curricula. We are also examining if this position would need to supervise any other positions. In the first year, this position will be multi-funded out of a variety of restricted funds (Supplemental and Concentration, Title I, Title II, Title III). We will seek grants to fund at least 75% of this position in the future.

NEW IN-HOUSE: Licensed Vocational Nurse (LVN) (Administration or CSEA)

We currently contract out for LVN services and consistently need to add services to our contracts. To ensure a continuum of services for our students with medical needs and to reduce



District Reorganization and Reallocation of Resources Frequently Asked Questions

costs for services, we plan to institute this position in-house as opposed to hiring an independent contractor. In March we will present a funding plan to the SELPA that includes partial funding of this position. A combination of restricted and unrestricted funds will cover the remaining salary.

8. How were/will decisions be made about program reallocation?

When evaluating programs and the use of resources we did and will continue to ask ourselves:

1. What evidence do we have that this program/resource is contributing to the social, emotional or academic success of students?
2. What program/resource needs are currently not being addressed in our system? What does research say is the best way to fulfill these needs? What strategies are other districts using?
3. Based on research, what programs/resources are needed to address our needs so as to increase the social, emotional, or academic success of students?

Whenever the district or site considers purchasing a program or resource, the questions above will be used to evaluate its use and purchase. Changes in program and resource use will be reflected in our LCAP as stakeholder input, data-based decision-making, and budget allocation as required by state law.

9. What are the current plans for the new English Language Arts/English Language Development adoption?

We are in the last stages of piloting ELA/ELD adoption materials. The program we adopt will have both ELA and ELD components. This adoption will cost us approximately \$1million as we want to purchase all aspects of the program that are necessary for successful implementation. To afford this purchase we will not be purchasing supplemental ELA or ELD programs or materials. We will determine supplemental material needs *after* we have had time to implement what we adopt and to evaluate what our students need. General Education and Special Education teachers, and certificated and classified support staff, will be trained on the new adoption materials. Staff will be able to choose between attending three days of training in June after school is out (paid *per diem*) or three days of training in September during the school year as part of the regular work day.

10. What are the current plans to continue supporting the mathematics adoption?

All levels of staff recognize the need for additional support with implementing our mathematics adoption. A committee of teachers and administrators will develop a plan to evaluate the needs of our students and determine what additional training and coaching is needed for staff. Part of this evaluation will be determining the gaps in our current curriculum and recommending purchasing supplemental materials that specifically address those gaps. It is our desire to offer additional training to middle school math teachers on their middle school math adoption beginning in June. Long term planning includes instructional coaches for mathematics. Strengthening our mathematics program will be a vital part of our STEM initiative.

11. What are the current plans to continue supporting the Next Generation Science Standards (NGSS)?



District Reorganization and Reallocation of Resources Frequently Asked Questions

All levels of staff recognize the need for continued support of the Next Generation Science Standards (NGSS) and training on the new 5th and 8th grade state science test. This year the state is piloting the science test which means we will soon know how students will need to display proficiency in science. Once curricular materials become available to pilot, we will solicit teachers to pilot and provide input into our adoption decision. Training on the new curriculum will be provided in the same manner as the ELA/ELD adoption. In the interim, we will continue to support teacher attendance at NGSS workshops. Programs and materials that are currently being used to support implementation of NGSS before the adoption of a new curriculum will be evaluated for effectiveness and then supported accordingly. Strengthening our science program will be a vital part of our STEM initiative.

12. What are the current plans to continue supporting Intervention Teachers and intervention programs?

All levels of staff recognize the need for a comprehensive intervention program that is aligned with the tenets of Response to Intervention (RtI) and Least Restrictive Environment (LRE). We will use evidence-based practices from research to design an RtI Framework for each site. In accordance with research, students will have access to intervention by their classroom teacher and by highly trained specialists (Intervention Teachers and Special Education support staff) as needed. We will first use the intervention programs in our adopted curriculum and then supplement with other proven programs. Schedules will be created to ensure students do not miss core instruction to receive intervention services. We will continue to invest in the training of our Intervention Teachers and Special Education support staff in the most highly effective intervention programs and strategies. We will explore using time before and after school for highly trained staff to work with students needing intervention outside of the classroom. (Some aspects of implementation may require negotiation agreements)

13. What does it mean to expand offerings for students in the areas of STEM and the arts?

All levels of staff, parents, and the community have expressed the desire for HSD to expand our offerings in STEM and the arts (visual arts, digital arts, and performing arts). After gathering input from staff and parents at individual sites, we will decide which sites will become STEM or arts and humanities focused. Planning committees that include a variety of stakeholders from the school site will collaboratively develop a plan of action. Part of the plan will be investigating how other schools in California have transitioned to become STEM-focused or arts and humanities focused. We will seek grants to support the transition process, needed materials, resources, and staffing.

14. What does it mean to do goal setting with students?

The number one influence on student achievement is a teacher's estimate of a student's achievement. The number three influence on student achievement is a student's estimate of their own achievement (Hattie, 2015). Bringing these two very effective strategies together means structuring time for teachers and students to communicate about achievement. Many of our site's already implement such conversations: student data chats, 15-day check-ins, and other structures where teachers and students sit together to set goals and monitor progress. The details of how we will implement a standardized process for student goal setting



District Reorganization and Reallocation of Resources Frequently Asked Questions

conferences still needs to be determined by administrators and teachers. (Some aspects of implementation may require negotiation agreements)

15. How will we build positive discipline systems with a decrease in Assistant Principals? What role does *Capturing Kids Hearts* play in our new system? How will student behavior be supported?

When developing our positive culture and climate, we have to look at an array of solutions, not just one strategy. Hollister School District's positive culture and climate will grow from an approach that includes multi-leveled supports for students, staff and families based on research and evidenced based practices. Our goal is to institute standardized strategies, processes, and procedures that greatly reduce the need for administrative intervention. *Capturing Kids' Hearts* will provide staff with strategies for creating and sustaining high-achieving centers of learning by strengthening students' connectedness to others. This connectedness will develop from creating healthy bonds with their teachers, and by establishing collaborative agreements of acceptable behavior. Site teams consisting of teachers, administrators and many classified staff will be trained next summer, on August 8th and 9th, in these strategies; followed by additional "customization" of what was learned during the August 10th site professional development day. Sites will continue hosting Character Education assemblies and promoting their expectations of behavior. We recognize that there are students, staff and families that will need additional support in behavior management and that will benefit from mental health counseling. For this reason, we are adding staff (Coordinator of Behavior/Mental Health, Mental Health Interns, Special Education Program Support Specialists, Principal of Regional Programs) to work with these students, their teachers, and their families in order to reduce the time site administration spends on discipline/behavior issues.